

Fall 2016

HIST 213

Monica Mercado

Colgate University, mmercado@colgate.edu

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History 213: Women in the City (Fall 2016)
MW 1:20-2:35pm | Alumni 111

Professor Monica Mercado
 Alumni 318 (x7516)
 mmercado@colgate.edu
 office hours: Tuesdays & Wednesdays, 3-5pm and by appointment

Course Description

This course examines the social and cultural history of women in the United States, from the early 19th century through the post-WWII “urban crisis” and women’s liberation movements, through the present day. We will consider how urban life for women and men diverged and how it met, asking questions about the ways in which gender has been negotiated in the



confined space of the city. In doing so, we will learn how historians make arguments about the construction of gendered identities, paying particular attention to divisions of race, class, sexuality, and religion. How did such divisions shape social forms and spatial boundaries?

Course readings, lectures, and discussions will introduce students to sites and sources of new kinds of personal interactions, popular entertainments, social and generational conflicts, and political expressions in the city, with our main case studies focusing on New York and Chicago. We will study ideas about women, gender, and the city through readings in primary and secondary sources (including recent historical scholarship, classics in the field of women’s history, and U.S. literature);

analyses of visual culture, film, and the built environment; and in a series of writing assignments that will interrogate our own personal geographies, as well as those inhabited by our historical subjects.



This course counts for credit in Women’s Studies.

Top image: “Chicago: Roads to Renewal” exhibition at the Chicago Public Library (August 1956) Archival Photographic Files, University of Chicago Library, Special Collections Research Center.

Required Texts (available at the Colgate Bookstore and on reserve at Case Library)

- Tamar W. Carroll, *Mobilizing New York: AIDS, Antipoverty, and Feminist Activism* (UNC Press, 2015) – also available as an eBook via Colgate Library Digital Resources
- Theodore Dreiser, *Sister Carrie* (1900; Norton Critical Editions 3rd edition, 2006)
- Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860* (University of Illinois Press, 1987) – also available as an eBook via Colgate Library Digital Resources
- Anzia Yezierska, *Bread Givers* (1925; Persea 3rd edition, 2003)

Additional texts (including book chapters, websites, and articles) will be available on Moodle.

Required Meetings Outside Normal Class Hours

There will be two required film screenings outside of class time: the first on Tuesday, November 8 from 7pm to 8:30pm (“**Born in Flames**,” 90 minutes) and the second on Tuesday, November 15 at 6:30pm (“**Jane: An Abortion Service**,” 57 minutes). For students with conflicts, I will look into making these films available via course reserves.

Course Requirements and Grading

1) Attendance, Course Preparation, and Participation

This course meets twice per week for 75 minutes each class. Course meetings will often be interactive: students will engage in discussions mediated by the professor and they will engage one another in small groups—thus active and informed participation is essential to your success.

How do I evaluate participation? Your participation grade is based on your level of engagement in the course, as signaled by your active listening and thoughtful, regular contributions to class discussions, group activities, and lectures. Participation can also mean asking questions, and being curious. Offer an interpretation that differs from the readings, from mine, or from that of your classmates. Bring our attention to a particular passage and explain why you think it is relevant to the current discussion. Make connections with other readings. *Come talk to me if you are reluctant to speak up and we'll figure out a way for you to participate.*

About attendance: one unexcused absence can be taken without penalty during the semester. More than one unexcused absence may affect your participation grade. If you foresee more than one absence due to scheduled athletic events, religious observances, an emergency, or extra-curricular activities, I need to know as soon as possible so we can arrange make-up work. If you do not do this, your participation grade may suffer.

Additionally, my colleagues have witnessed a rash of students who frequently exit class, for one purpose or another. There is no reason for this: I expect that you will each commit to remaining in class during normal class meeting times, just as I will remain in class during those times.

2) Writing Assignments

Students will complete a series of critical reading papers related to the course documents and the larger themes of the course. All assignments must be completed to receive a passing grade for the course. We will discuss the requirements for each assignment further in class.

Writing Assignment # 1 | *Mental Maps* (map + short essay/reaction paper, 4-5 pages)

Maps are selective, purposeful representations of a place; they are essential to urban planning. Maps quickly communicate multiple levels of detail and scale and can address diverse factors such as culture, behavior, and physical environment. We carry individualized maps in our heads, based around the particular landmarks that are important to our conceptualization of place. These impressions of place are referred to as ‘mental maps’ by geographers and social scientists. They may be influenced to some extent by our gender. For the first assignment, *you* create the primary source to analyze, drawing a mental map of your hometown or campus living situation. After completing your map, you will analyze it, in light of course readings, in a short paper.

Writing Assignment #2 | *Twenty Years at Hull House* (primary source critique, 5-7 pages)

In 1911, the reformer Jane Addams published her autobiography, *Twenty-Years at Hull-House*, illustrated by Norah Hamilton. Located on Chicago’s Near West Side, home to the city’s most recent immigrants, Hull-House provided social services such as childcare and job placement. For the second assignment, you will chose an image(s) from the text, and analyze it, placing Addams’ work in conversation with your choice of historical and/or theoretical works from the first weeks of the course.

Writing Assignment #3 | *Seeing Women in the City* (film review and analysis, 5-7 pages)

Throughout the course, we will turn our attention to the city in visual culture—from maps and postcards to advertising and film. The rise of the motion picture industry happened alongside urbanization and industrialization, engaging Americans in a new way of seeing the world around them. For the final writing assignment, you will go outside the course texts to view and review a relevant film of your choice, situating your review with the women’s histories we have examined. A list of suggested films will be shared in class after Fall Break.

3) In-Class Exam Questions and Final Exam

In lieu of a single mid-term examination, students will answer individual exam questions throughout the semester at the beginning of selected course meetings, as noted on the schedule of classes.

Quite a bit of research now suggests that deep and effective learning can be aided by frequent lower-stakes testing, especially testing that encourages reflection and synthesis. As a bonus, studying regularly for in-term exam questions will help you prepare for the end of term comprehensive final examination on Tuesday, December 13 from 3-5pm.

In-class exam question responses are open book and open note, and given the short period of time you will have to write them (10-15 minutes), minor mistakes in grammar and spelling are forgiven. In your responses to my prompts, I am looking for evidence that you are reading closely and thinking about what you're reading.

In short:

<u>HIST 213 Assignment/Activity</u>	<u>Percentage of Final Grade</u>	<u>Due Date</u>
Course Preparation & Participation	15%	---
Paper 1: <i>Mental Maps</i> (4-5 pages + map)	10%	Mon., September 12 in class
In-class exam questions (lowest exam grade can be dropped)	20%	<i>see schedule of classes</i>
Paper 2: <i>Twenty Years at Hull-House</i> (5-7 pages)	15%	Fri., October 28 by 5pm
Paper 3: <i>Seeing Women in the City</i> (5-7 pages)	15%	Fri., December 2 by 5pm
Final exam	25%	Tues., December 13 from 3-5pm

Additional Guidelines

Missed Exam Questions

Don't miss the in-class exam questions. As a rule, there will be no make-ups offered. Students are allowed to drop one low score or missed question.

Late Papers

Late papers will incur a penalty of one-third letter grade for each 24 hour period it is not in after the deadline, unless arrangements have been made with me in advance.

Academic Honesty/Honor Code

You are responsible for understanding and complying with Colgate's Honor Code. Do not claim the ideas or words of someone else as your own. *Do* use the ideas and words of others to help develop your own, and give them credit by paraphrasing or quoting them. *Do* acknowledge those who have helped your thinking overall. Remember that intellectual work is the process of developing and sharing your ideas, which also involves giving recognition to those who have shared ideas with you. Although you are encouraged to discuss the readings and your ideas with your classmates, you must develop, outline, and write your papers alone. *Please ask if you are unsure about how to cite sources.*

Academic Support

If you feel you may need an accommodation based on the impact of a disability, you should contact me privately to discuss your specific needs. If you have not already done so, please contact Lynn Waldman at the Office of Academic Support and Disability Services in the

Center for Learning, Teaching, and Research (x7375). She will review documentation to determine and help coordinate reasonable and appropriate accommodations for students.

Writing & Speaking Center

Colgate's Writing & Speaking Center (208 Lathrop, x6085) is committed to helping all students succeed as clear, effective communicators. Peer writing and speaking consultants can help you refine your ideas, and prepare or organize the content of your written assignments or spoken arguments. All meetings are private, and you may visit at any stage of your process, from clarifying your initial ideas to reviewing a final draft or practicing an oral performance. See <http://www.colgate.edu/writingcenter> for more information.

Office Hours and Email Contact

I am available in my Alumni Hall office (318) on Tuesdays and Wednesdays from 3-5pm to discuss any aspect of the course and your learning. Furthermore, if you feel you are having any problems with the readings, lectures, discussions, or assignments for this course, I encourage you to come to office hours or make an appointment to talk to me at another time convenient for both of us. Do not wait until the end of the semester to discuss your concerns. I will respond to all emails but not always immediately; if your email requires a lengthy reply or conversation, I will ask you to see me in person.

Technology in the Classroom

Please leave your electronic devices at home—I expect students to bring all readings to this class in some physical form. The same goes for your notes. Technology has wonderful advantages, but it can hinder discussion and focus. I will gladly make exceptions for students who require technology use as an accommodation for a documented disability. In addition, there is absolutely no texting or using smartphones during class time.

Schedule of Classes

This syllabus is a plan rather than a fixed contract and I may adjust the schedule as needed, with ample notice and changes reflected on Moodle.

One more note: in light of the course theme, some topics might require a more sensitive handling than other historical subjects. Some of the course materials may use sexually explicit language and images, in the conventional sense of that phrase; moreover, we will often be talking about a range of difficult or uncomfortable subjects. Be respectful of the materials and be honest in your reaction to them, even as we cultivate a scholarly approach to analysis and discussion in class.

**Thursday, August 25:
Welcome!**

Week 1: *City of Women?*

Monday, August 29

Read: HIST 213 Syllabus

Read: Michel de Certeau, trans. Steven Rendall, “Walking in the City” and “Spatial Stories,” *The Practices of Everyday Life* (University of California Press, 1984), 91-130.

Browse recent articles:

- Alissa Walker, “How Pokémon Go is Improving Your City,” *curbed.com* (July 15, 2016)
- Kate Abbey-Lambertz, “We've Been Trying to Make Cities Walkable for Years. 'Pokémon Go' Did it Overnight,” *The Huffington Post* (July 20, 2016)
- Kashmir Hill and Daniel McLaughlin, “How Pokémon Go changes the Geography of Cities,” *Fusion.com* (July 26, 2016)
- Jenn Rose, “Why Pokémon Go's Gender-Fluid Avatars are so Important for Kids & Teens,” *Romper.com* (2016)

Wednesday, August 31

In-Class Exam Question #1

Read: Joan Wallach Scott, “Gender: A Useful Category of Analysis,” *American Historical Review* 91.5 (December 1986): 1053-1075.

Read: Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860* (University of Illinois Press, 1987), Introduction and Chapter 1, pages xi-xiv and 1-18.

Week 2: Reforming Men and Women

Monday, September 5

Read: Stansell, *City of Women*, Chapters 2-5, pages 19-101.

Read: “A Moral Reformer Makes her Rounds” [excerpts from Margaret Prior, *Walks of Usefulness* (New York: American Female Moral Reform Society, 1853)] in *Root of Bitterness* 2nd edition (Northeastern University Press, 1996), pages 198-203.

Wednesday, September 7

In-Class Exam Question #2

Read: Stansell, *City of Women*, Chapters 6-8 and “A Note on Sources,” pages 105-168 and 285-90.

Review: “A Moral Reformer Makes her Rounds”

Browse maps of Manhattan, New York Public Library Digital Gallery (1815-1860s)

Week 3: Taking Care, Making Order

Monday, September 12

Read: Stansell, *City of Women*, Chapters 9-end (including conclusion), 171-221.

Paper 1 due in class Monday 9/12 - Mental Maps

Wednesday, September 14

Read: Suellen Hoy, "Caring for Chicago's Women and Girls: The Sisters of the Good Shepherd, 1859-1911," *Journal of Urban History* 23.3 (March 1997): 260-94.

Read: Karen Sawislak, "Relief, Aid, and Order: Class, Gender, and the Definition of Community in the Aftermath of Chicago's Great Fire," *Journal of Urban History* 20.1 (November 1993): 3-18.

Browse Chicago in Maps digital resource (1834-1890s)

Week 4: Women in the Skyscraper City

Monday, September 19

Read: Rachel E. Bohlmann, "Our 'House Beautiful': The Woman's Temple and the WCTU Effort to Establish Place and Identity in Downtown Chicago, 1887-1898," *Journal of Women's History* 11.2 (1999): 110-134.

Read: Emily A. Remus, "Tippling Ladies and the Making of Consumer Culture: Gender and Public Space in Fin-de-Siècle Chicago," *Journal of American History* 101 (December 2014): 751-777.

[Start: *Sister Carrie*!]

Wednesday, September 21

In-Class Exam Question #3

Read: Theodore Dreiser, *Sister Carrie* (1900), Chapters 1-27, pages 1-179.

Week 5: The Pleasures and Dangers of the City

Monday, September 26

Read: Dreiser, *Sister Carrie*, Chapters 28-end, pages 179-355.

Read: "Carrie" (Notes to *Sister Carrie*, Norton Critical Edition 3rd edition), pages 373-385.

Wednesday, September 28

In-Class Exam Question #4

Read: John D'Emilio "Capitalism and Gay Identity" (1983) in *The Lesbian and Gay Studies*

Reader, pages 467-76.

Read: Joanne Meyerowitz, "Sexual Geography and Gender Economy: The Furnished Room Districts of Chicago, 1890-1930," *Gender & History* 2.3 (Autumn 1990): 274-96.

Week 6: Civic Actors

Monday, October 3

Read: Syracuse Moral Survey Committee on the Social Evil, *The Social Evil in Syracuse... Report of an Investigation of the Moral Condition of the City, Conducted by a Committee of Eighteen Citizens* (1913)

Wednesday, October 5

Read: Maureen A. Flanagan, "The City Profitable, the City Liveable: Environmental Policy, Gender, and Power in Chicago in the 1910s," *Journal of Urban History* 22.2 (January 1996): 163-190.

Start reading: Jane Addams, *Twenty Years at Hull-House: With Autobiographical Notes* (New York: The MacMillan Company, 1911), selection TBA.

Week 7: Settlement Women

Monday, October 10 | Fall Break – No Class

Wednesday, October 12

Finish reading: Addams, *Twenty Years at Hull-House*, selection TBA.

Week 8: Bohemians and Radicals

Monday, October 17

In-Class Exam Question #5

Read: Christine Stansell, *American Moderns: Bohemian New York and the Creation of a New Century* (New York: Metropolitan Books, 2000), Prologue and Part I, pages 1-69.

Read: Margaret Sanger, *The Selected Papers of Margaret Sanger* (Urbana: University of Illinois Press, 2003), selection TBA.

Wednesday, October 19

Read: Lauren Santangelo, "5000 Lanterns: The Radicalism of Suffrage Parades," New-York Historical Society Museum & Library *Behind the Scenes* blog (2015)

Read: Stansell, *American Moderns*, Part IV, pages 225-308.

[Start: *Bread Givers!*]

Week 9: *At Home in the City*

Monday, October 24

In-Class Exam Question #6

Read: Anzia Yezierska, *Bread Givers* (1925, 2003 Persea 3rd edition)

Wednesday, October 26

Read: Gwendolyn Wright, "Women's Aspirations and the Home: Episodes in American Feminist Reform," in *Gender and Planning: A Reader* (2005), 141-55.

Read: Annelise Orleck, "'We Are that Mythical Thing Called the Public': Militant Housewives during the Great Depression," in *Unequal Sisters: An Inclusive Reader in U.S. Women's History*, 4th ed. (2008), pages 401-16.

Paper 2 due Friday, October 28 by 5pm – *Twenty Years at Hull-House*

Week 10: *American Girls*

Monday, October 31

Read: Marcia Chatelain, *South Side Girls: Growing Up in the Great Migration* (Duke University Press, 2015), Introduction and Chapters 4-5, pages 1-18, 130-73.

Read: Hazel Carby, "Policing the Black Woman's Body in an Urban Context," *Critical Inquiry* 18 (Summer 1992): 738-55.

Wednesday, November 2

Read: Lizabeth Cohen, "Encountering Mass Culture" in *Making a New Deal: Industrial Workers in Chicago, 1919-1939* (Cambridge University Press, 1990), pages 99-158.

Read: Vicki L. Ruiz, "Star Struck: Acculturation, Adolescence, and Mexican American Women, 1920-1950" and Valerie J. Matsumoto, "Japanese American Women and the Creation of Urban Nisei Culture in the 1930s," in *Unequal Sisters*, pages 363-389.

Week 11: *Building New Communities in Old Cities*

Monday, November 7

Read: Madeline Davis and Elizabeth Lapovsky Kennedy, "Oral History and the Study of Sexuality in the Lesbian Community: Buffalo, New York, 1940-1960," *Feminist Studies* 12.1 (Spring 1986): 7-26.

Read: Nan Alamilla Boyd, "Elizabeth Kennedy's Oral History Intervention," *Feminist Formations* 24.3 (Winter 2012): 84-91.

Listen: Oral history selections, Buffalo Women's Oral History Project, Lesbian Herstories Archives.

**Required Film Screening:
Tuesday, November 8 from 7-8:30pm
“Born in Flames” (Lizzie Borden, 1983, 90 minutes)**

Wednesday, November 9

In-Class Exam Question #7

Read: Virginia Sánchez Korrol, “In Search of Unconventional Women: Histories of Puerto Rican Women in Religious Vocations Before Mid-Century,” in *Unequal Sisters*, pages 390-400.

Read: Jane Jacobs, *The Death and Life of Great American Cities* (pages from 1993 Modern Library edition), Introduction and Parts I and II, pages 5-183.

Week 12: Women’s Liberation and Feminist Responses

Monday, November 14

Read: Anne M. Valk, “‘MOTHER POWER’: The Movement for Welfare Rights in Washington, D.C., 1966-1972,” *Journal of Women’s History* 11.4 (Winter 2000): 34-58.

Read: Anne Enke, “Smuggling Sex Through the Gates: Race, Sexuality, and the Politics of Space in Second Wave Feminism,” *American Quarterly* 55.4 (Dec. 2003), 635-67.

**Required Film Screening:
Tuesday, November 15 from 7-8:00pm
“Jane: An Abortion Service” (Kate Kirtz and Nell Lundy, 1996, 58 minutes)**

Wednesday, November 16

Read: Dolores Hayden, “Making Women’s History Visible in the Urban Landscape,” *City & Society* 10.1 (June 1998): 9-20.

Read: Dolores Hayden, “What Would a Non-Sexist City Be Like?” in *Women and the American City*, ed. Catharine R. Stimpson et.al. (University of Chicago Press, 1981), pages 167-84.

Week 13: Thanksgiving Break | No Classes

Week 14: Mobilizing New York

Monday, November 28

Read: Tamar W. Carroll, *Mobilizing New York: AIDS, Antipoverty, and Feminist Activism* (UNC Press, 2015), Preface and Chapters 1-4, pages ix-xv, 1-130.

Wednesday, November 30

In-Class Exam Question #8

Read: Carroll, *Mobilizing New York*, Chapters 5-6, 131-93.

Paper 3 due Friday, December 2 by 5pm – *Seeing Women in the City*

Week 15: Cities for Some Bodies?

Monday, December 5

Read: Nancy Raquel Mirabal, “Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco’s Mission District,” *The Public Historian* 31.2 (2009): 7-31.

Read: Caitlin Cahill, “Negotiating Grit and Glamour: Young Women of Color and the Gentrification of the Lower East Side,” *City & Society* 19.2 (December 2007): 202-31.

Wednesday, December 7

Read: David Serlin, “Pissing Without Pity: Disability, Gender, and the Public Toilet,” in *Toilet: Public Restrooms and the Politics of Sharing*, eds. Harvey Molotch and Laura Noren (NYU Press, 2010), pages 216-41.

Read: Tara Isabella Burton, "Dangers of Traveling While Female," Salon.com (August 2013).

HIST 213 final exam: Tuesday, December 13 from 3-5pm